[You can find the other 3 Papers and Additional Sources + Advice available on Website linked below]

https://alevelnotes9609909.wixsite.com/website-1

Paper 1 : Section A and B

Section A: Directed response Question

1 Read the following text, which is an extract from the autobiography of Usain Bolt, the famous sprinter. In the extract he describes the 100 meters race in which he won his first Olympic gold medal.

a) You are a journalist at the Olympic 100 meters final which Usain Bolt describes in the extract. Write your report of the race for the sports section of your newspaper. Use 150–200 words. [10]

b) Compare your newspaper report with the autobiographical extract, analyzing form, structure and language. [15]

Section B: Text analysis Question

2 Read the following text, which is an article from the science section of a magazine, about whether trees can communicate.

Analyze the text, focusing on form, structure and language. [25]

How do you write and/ or analyze the following Genres for Paper 1 (Q1 a, b) and Q2

The key difference between **literary devices** and **figures of speech** (aka figurative language)

is that the literary devices involve **all** literary elements in a literary work while the figures of speech mainly involve language and style of a literary work.

Literary devices are ways/tactics/devices an author uses to have a specific effect on their audience.

Similes, metaphors, and hyperbole are three examples of figurative language which can be used by authors. Literary devices include the use of figurative language, foreshadowing, and allusion, among many more. So, figurative language is just one type of literary device.

allusion, among many more. So, figurative language is just one type of literary device.

Literary devices and figures of speech are both tools used by writers to create a more engaging and effective text. However, there are some key differences between them. Literary devices are techniques that writers use to convey meaning, create a particular mood, or evoke certain emotions in the reader. These can be structural, linguistic, or thematic devices. Some examples of literary devices include:

1. Imagery - the use of vivid and descriptive language to create a mental image for the reader. Example: "The sun was a fiery ball in the sky, casting long shadows across the empty desert."
2. Symbolism - the use of objects, characters, or actions to represent abstract ideas or concepts. Example: In "The Great Gatsby," the green light at the end of Daisy's dock symbolizes Gatsby's longing for her.
3. Foreshadowing - the use of hints or clues to suggest what will happen later in the story. Example: In "Romeo and Juliet," Romeo says "My life were better ended by their hate, than death prorogued, wanting of thy love" foreshadowing his own death.

On the other hand, figures of speech are specific types of literary devices that involve using language in a non-literal way to create meaning or effect. These are often used to add emphasis, humor, or to create a more vivid image in the reader's mind. Some examples of figures of speech include:

1. Simile - a comparison between two things using "like" or "as." Example: "Her hair was as black as night."
2. Metaphor - a comparison between two things without using "like" or "as." Example: "He was a lion on the battlefield."
3. Hyperbole - an exaggeration used to emphasize a point. Example: "I've told you a million times to clean your room!"

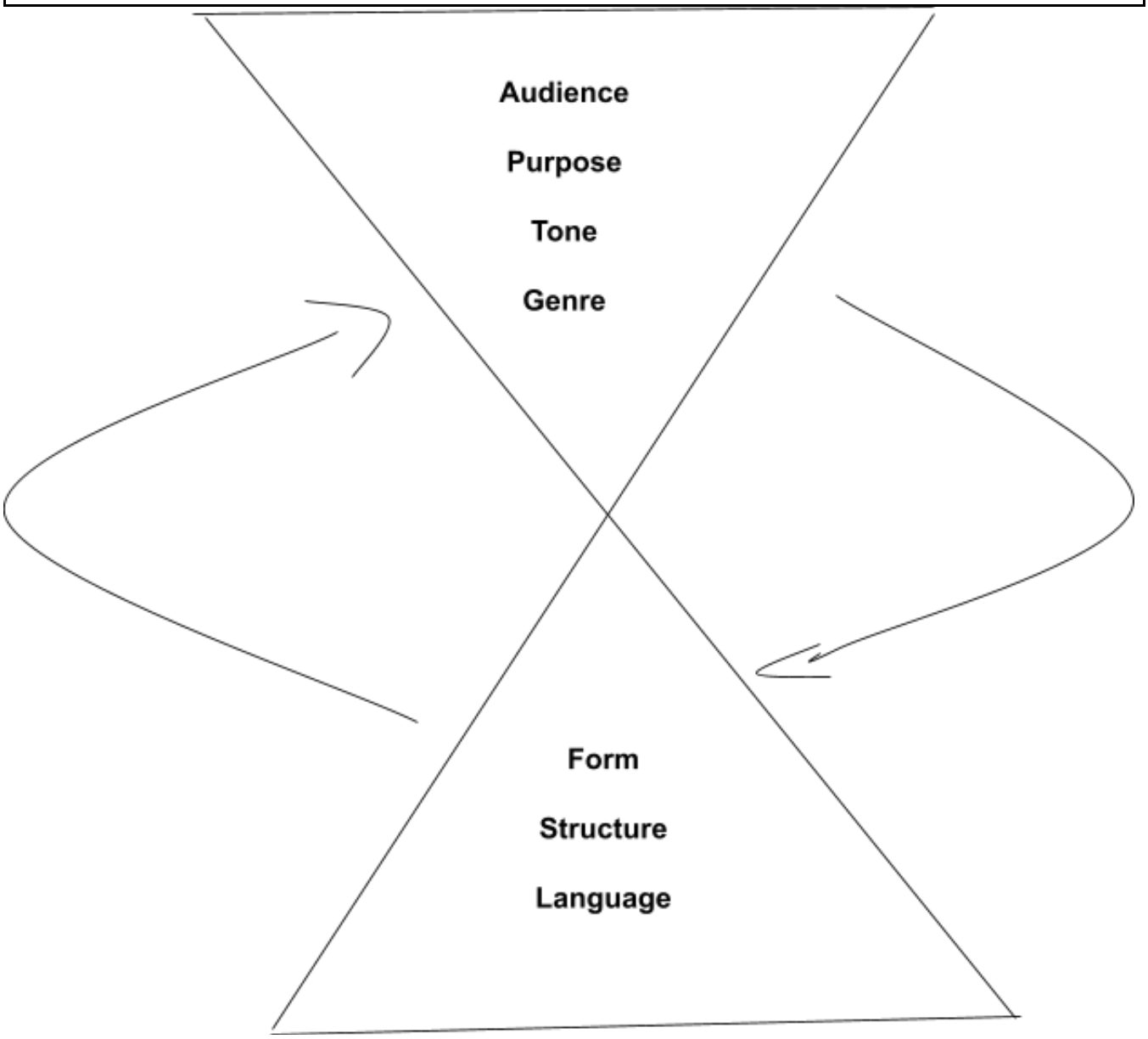
In summary, literary devices are broader techniques used by writers to create a desired effect, while figures of speech are specific types of literary devices that use language in a non-literal way.

Analyzing Form, Structure and Language with regard to your Genre, Audience, Tone and Purpose

Genre	Audience	Tone	Purpose
Speech, diary, article, blog, advertisement, letter, podcast, review, editorial, news articles/stories etc…	Age, maturity, hierarchy, familiarity etc…	Register: formal or informal	To: persuade,inform, praise,critique etc … How do you achieve this: **Logos** = logic/obvious, clear **Ethos**: credibility (statistics, studies, person) **Patos**: emotive response (positive or negative)

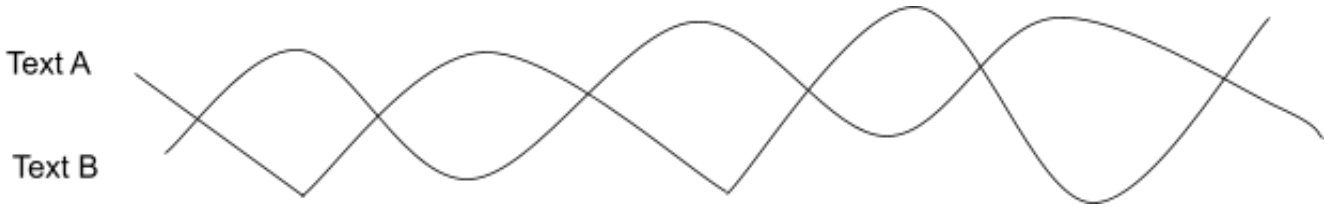
Form	Structure	Language
How the text is presented on the page (literally)? ● How the text **appeals** to the: ○ Audience, ○ for its purpose ○ its tone and register ● How the text	**How the text fits together like a jigsaw?** ● **Intro**; Hook? Catchy title? ● **Development**: of tone/theme what does the journey look like from start to finish ● **Contrast**: is there juxtaposition between different elements of the	**What words are used to convey his ideas including …** ● **Lexis** used: positive or negative connotations, descriptive, elevated, intellectual … ● **Figures of speech**: simple, metaphor, hypobole, personification etc…

reflects the characteristics/rules of the Genre e.g addresses in letters ● Single line or short sentences ● Ellipsis -removing part of the text, why? ● Dialogues- personal perspective	text ● **Shifts**: in focus or topic and theme - internal/external, public/own thoughts ● **Pace**: how quickly the text progresses - fast=short paragraphs, more action/dialogue slow: long paragr ● **Ending**:conclusive /non-conclusive / cyclical / call to action	Persuasive techniques: personal anecdotes, inclusive language, rhetorical devices, tricolon etc… ● **Grammar, syntax, punctuation:** pronoun usage *(we, I, you = engage audience*), discourse markers, tenses used (present =immediacy)
● Give examples **● Ask what effect this has on the audience**	**● Give examples** **● Ask what effect this has on the audience**	**● Give examples** **● Ask what effect this has on the audience**
- don't just state these points, state WHY the author picks it and what effect it had on the intended audience. PEE - POINT, EXAMPLE, EFFECT(on audience)		



Sample Analysis Paragraph Layout - **Comparative Analysis**

When **comparing** Text A and Text B make sure you intertwine them and not look at them separately.



Comparative Analysis Essay sample Structure

Introduction

Para 1: **Form** (compare original text and your text) under heading Genre, Purpose, target audience and tone

Para 2: **Structure** (compare original text and your text) Length of paragraphs, opening paragraphs , Ending development, contrast, shifts, pace

Para 3: **Structure** continued…(continue with above prompts)

Para 4: **Language** used in both texts, Lexis, Figures of speech, persuasive techniques, grammar/syntax and punctuation

Para 5: **Language** continued …(continue with above prompts)

Conclusion

How do I analyze advertisements • brochures • leaflets • editorials • news stories • articles • reviews • blogs • investigative journalism • letters • podcasts • (auto)biographies • travel writing • diaries • essays • scripted speech • narrative writing • descriptive writing, under the headings 1) Form/Genre (list conventions used), 2) Structure (list key characteristics: Introduction, ending, development, contrast, shifts, pace) and 3) Language devices (list key devices, example: register, hyperbole, onomatopoeia punctuation, lexis, pronoun usage, rhetorical questions).

Advertisements: Advertisements are a form of persuasive writing that aim to promote a product, service, or idea. The form and genre of an advertisement can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

Form/Genre conventions:
- Use of visual images, such as photographs or graphics, to catch the reader's attention.
- Use of catchy slogans or taglines to create a memorable impression.
- Use of persuasive language and techniques, such as emotional appeals, testimonials, or endorsements.

Structure:
- Use of a clear and concise headline to grab attention and communicate the main message.
- Use of short sentences and bullet points to convey information quickly and effectively.
- Use of a call to action, encouraging the reader to take action or make a purchase.

Language devices:
- Use of powerful adjectives and descriptive language to create a positive image of the product or service.
- Use of repetition to reinforce key messages.
- Use of rhetorical questions to engage the reader and encourage them to consider the benefits of the product or service.

Example: A print advertisement for a new car might feature a large, glossy image of the car, with the headline "Experience the Thrill of the Open Road". The advertisement might include bullet points highlighting the car's features and benefits, such as its fuel efficiency, safety ratings, and high-tech entertainment system. The advertisement might end with a call to action, such as "Visit your local dealership today to test drive the car of your dreams!"

Brochures and leaflets: Brochures and leaflets are a form of informational writing that aim to inform the reader about a particular product, service, or event. The form and genre of a brochure or leaflet can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:
- Use of visually appealing design and layout to draw the reader in.
- Use of clear and concise language to convey information effectively.
- Use of informative headings and subheadings to organize content.

Structure:
- Use of a clear and concise introduction to provide background information and set the tone.
- Use of headings and subheadings to break up content and make it easier to read.
- Use of a clear and concise conclusion to summarize key points.

Language devices:
- Use of descriptive language to create a positive image of the product or service.
- Use of statistics and facts to provide evidence and build credibility.
- Use of rhetorical questions to engage the reader and encourage them to consider the benefits of the product or service.

Example: A brochure for a travel agency might feature images of exotic locations and highlight different vacation packages. The brochure might include headings such as "Relaxation", "Adventure", and "Culture", and provide information about each package under each heading. The brochure might end with a call to action, such as "Book your dream vacation today and experience the trip of a lifetime!"

Editorials: Editorials are a form of opinion writing that provide commentary and analysis on current events or issues. The form and genre of an editorial can be analyzed by considering its conventions, structure, and language devices. (Types - explain, criticize, persuade or praise)

Form/Genre conventions:
- Use of a clear and distinct point of view or argument.
- Use of persuasive language and techniques, such as emotional appeals, testimonials, or endorsements.
- Use of evidence and facts to support the argument.

Structure:
- Use of a clear and concise introduction to introduce the topic and establish the argument.
- Use of a clear and concise conclusion to summarize key points and reinforce the argument.
- Use of supporting evidence and examples throughout the editorial.

Language devices:
- Use of persuasive language, such as emotive language or hyperbole, to engage the

reader.
- Use of rhetorical questions to engage the reader and encourage them to consider the argument from different angles.
- Use of powerful adjectives and descriptive language to create a vivid image and appeal to the reader's emotions.
- Use of figurative language, such as metaphors or similes, to make the argument more memorable and impactful.

Example: An editorial on the importance of education might argue that education is the key to unlocking opportunities and achieving success in life. The editorial might include evidence and statistics on the benefits of education, as well as personal anecdotes and examples to support the argument. The editorial might end with a call to action, such as "Investing in education is investing in our future. Let's work together to ensure that every child has access to a quality education."

News stories: News stories are a form of journalistic writing that aim to provide objective and factual information about current events. The form and genre of a news story can be analyzed by considering its conventions, structure, and language devices. (accuracy, balance, objectivity, concise and current.)

Form/Genre conventions:
- Use of a clear and concise headline to summarize the main point of the story.
- Use of a lead paragraph to provide a brief overview of the story and hook the reader (use Triangle i.e. most important information first and then flesh out as you move down the page)
- Use of the inverted pyramid structure, with the most important information presented first. (3 dead, 20 injured, train crash,...)

Structure:
- Use of a clear and concise introduction to provide background information and context.
- Use of quotes and interviews to provide multiple perspectives and add depth to the story.
- Use of a clear and concise conclusion to summarize key points and provide closure.

Language devices:
- Use of neutral and objective language to present the facts in an unbiased manner.
- Use of direct quotes and speech marks to indicate when information is being directly quoted from a source.
- Use of adverbs and adjectives to add emphasis or clarify meaning.

Example: A news story about a natural disaster might feature a headline such as "Tornado Leaves Trail of Destruction". The story might begin with a lead paragraph describing the extent of the damage and the impact on the community. The story might include quotes from witnesses, emergency responders, and local officials, as well as information about the weather conditions leading up to the tornado. The story might end with a summary of the damage and any recovery efforts that are underway.

Articles: Articles are a form of writing that can take many different forms, from feature articles to informative articles to opinion pieces. The form and genre of an article can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:
- Use of a clear and distinct point of view or argument.
- Use of evidence and facts to support the argument.
- Use of descriptive language and storytelling techniques to engage the reader.

Structure:
- Use of a clear and concise introduction to introduce the topic and set the tone.
- Use of headings and subheadings to break up content and make it easier to read.
- Use of a clear and concise conclusion to summarize key points and reinforce the argument.

Language devices:
- Use of persuasive language, such as emotive language or hyperbole, to engage the reader.
- Use of rhetorical questions to encourage the reader to consider the topic from different angles.
- Use of descriptive language and storytelling techniques to create a vivid image and add depth to the article.

Example: An article about the benefits of meditation might argue that regular meditation can

Example: An article about the benefits of meditation might argue that regular meditation can improve mental health and reduce stress. The article might include evidence and statistics on the benefits of meditation, as well as personal anecdotes and examples to support the argument. The article might end with a call to action, such as "Take a few minutes each day to meditate and see how it can improve your overall well-being."

Reviews: Reviews are a form of writing that provide an evaluation or critique of a particular product, service, or experience. The form and genre of a review can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

- Use of a clear and concise evaluation or rating system to summarize the reviewer's opinion.
- Use of specific details and examples to support the evaluation or critique.
- Use of a distinct point of view or perspective on the subject being reviewed.

Structure:

- Use of a clear and concise introduction to introduce the subject being reviewed and set the tone.
- Use of headings and subheadings to break up content and make it easier to read.
- Use of a clear and concise conclusion to summarize key points and reinforce the evaluation or critique.

Language devices:

- Use of descriptive language to create a vivid image and add depth to the review.
- Use of comparison and contrast to highlight the strengths and weaknesses of the subject being reviewed.
- Use of rhetorical questions or personal anecdotes to engage the reader and make the review more relatable.

Example: A review of a restaurant might include a rating system, such as a number of stars, to summarize the reviewer's opinion. The review might begin with a description of the atmosphere and decor of the restaurant, as well as any standout dishes or service. The review might include specific details about the quality of the food and drinks, as well as the overall value for the price. The review might end with a summary of the reviewer's overall opinion, as well as any recommendations for future diners.

Blogs: Blogs are a form of writing that can cover a wide range of topics and styles, from personal musings to professional advice. The form and genre of a blog can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

- Use of a distinct voice or perspective on the topic being discussed.
- Use of multimedia, such as images or videos, to supplement the written content.
- Use of comments or other forms of feedback to engage with the audience.

Structure:

- Use of a clear and concise introduction to introduce the topic and set the tone.
- Use of headings and subheadings to break up content and make it easier to read.
- Use of a clear and concise conclusion to summarize key points and reinforce the main message.

Language devices:

- Use of conversational language to create a more personal tone. (first person, chatty.)
- Use of rhetorical questions to engage the reader and encourage them to think about the topic in a new way.
- Use of hyperlinks to provide additional context or resources on the topic being discussed.

Example: A personal blog about travel might include posts about different destinations, as well as tips for budgeting and planning trips. The blog might feature photos and videos of the blogger's travels, as well as personal anecdotes and reflections on the experience. The blog might encourage readers to comment with their own travel experiences or advice, creating a sense of community and engagement around the topic.

Investigative journalism: Investigative journalism is a form of writing that involves in-depth research and reporting to uncover information on a particular topic or issue. The form and genre of investigative journalism can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

- Use of credible sources and documentation to support claims.
- Use of investigative techniques, such as undercover reporting or data analysis, to uncover information.
- Use of a strong narrative structure to engage the reader and keep them interested.

Structure:

- Use of a clear and concise introduction to introduce the topic and set the scene.
- Use of a chronological structure to tell the story of the investigation.
- Use of a clear and concise conclusion to summarize the findings and provide recommendations for action.

Language devices:

- Use of formal language to establish credibility and authority.
- Use of direct quotes and paraphrasing to provide evidence and support claims.
- Use of powerful verbs and vivid imagery to create a sense of urgency and importance.

Example: An investigative journalism piece might uncover a story about corruption within a government agency. The piece might begin with a description of the agency and its purpose, before delving into the details of the investigation. The piece might include quotes from whistleblowers and insiders, as well as data analysis of financial records. The piece might end with a call to action, urging readers to demand accountability from their elected officials. (avoid using absolutes, objectivity, interviews, use quotes…)

Letters: Letters are a form of writing that are typically used for personal communication, but can also be used for public expression of opinion. The form and genre of a letter can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

- Use of a clear salutation and closing to establish the tone and formality.
- Use of a specific purpose or message to guide the content.
- Use of a personal tone to create a connection with the recipient or audience.

Structure:

- Use of a clear and concise introduction to establish the purpose and context.
- Use of body paragraphs to provide details and support for the main message.
- Use of a clear and concise conclusion to summarize the message and provide any necessary follow-up.

Language devices:

- Use of a conversational tone to create a personal connection with the recipient or audience.
- Use of rhetorical questions or persuasive language to engage the reader and make a point.
- Use of specific details and anecdotes to provide evidence or support for the main message.

Example: A letter to the editor might express an opinion on a recent news story or issue. The letter might begin with a clear statement of the opinion, before providing specific examples or evidence to support the position. The letter might end with a call to action, urging others to join in the cause or make their voices heard on the issue.

(formal)

John Doe
Causeway Bay Ltd
32 Golden Street
New York 10947

6th Nov 2011

Ms. Jodie Tsang
Pure Water Ltd
18 Carrington Road
London SE27 1HF

Dear Ms. Jodie,

I would like to take this opportunity to thank you for being our business partner in more than decade.

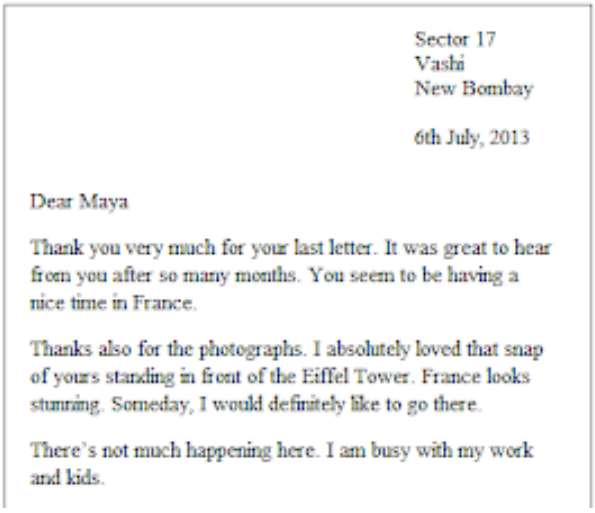
It is our honor to become a partner with your organization that has good reputation, expertise and experience in food and beverage industry.

We have been sharing success in our business and I, on behalf of the Causeway Bay Ltd express hope that this business relationship between the two firms extends until the horizon in the forthcoming years.

Thank you.

Yours Sincerely,

(informal)



Sector 17
Vashi
New Bombay

6th July, 2013

Dear Maya

Thank you very much for your last letter. It was great to hear from you after so many months. You seem to be having a nice time in France.

Thanks also for the photographs. I absolutely loved that snap of yours standing in front of the Eiffel Tower. France looks stunning. Someday, I would definitely like to go there.

There's not much happening here. I am busy with my work and kids.

By the way, are you coming home anytime soon? If you are, let me know the dates and we can arrange to meet up.

Hope to see you soon!

Aditi

Podcasts: Podcasts are a form of audio content that can cover a wide range of topics and formats, including news, entertainment, education, and more. The form and genre of a podcast can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

- Use of a specific topic or theme to guide the content.
- Use of a conversational tone to create a connection with the listener.
- Use of a consistent format or structure to provide a sense of familiarity for the audience.

Structure:

- Use of an introduction to establish the topic and tone of the podcast.
- Use of various segments, such as interviews, commentary, and music, to provide variety and engagement for the listener.
- Use of a clear and concise conclusion to summarize the main points and provide any necessary follow-up.

Language devices:

- Use of a conversational tone and informal language to create a sense of intimacy with the listener. (engage, don't alienate.)
- Use of sound effects and music to create mood and atmosphere.
- Use of repetition and emphasis to reinforce important points or ideas.

Example: A podcast about true crime might begin with an introduction of the case or cases to be discussed. The podcast might then include segments such as interviews with experts or family members, commentary on the investigation or trial, and sound bites from news coverage or witness testimony. The podcast might end with a summary of the main points and any new developments in the case.

(Auto)biographies: An autobiography is a form of writing in which a person tells the story of their own life, while a biography is a form of writing in which someone else tells the story of a person's life. The form and genre of (auto)biography can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

- Use of a first-person perspective in autobiographies and a third-person perspective in biographies.
- Use of a chronological structure to tell the story of the subject's life.
- Use of a reflective tone to provide insight into the subject's thoughts and feelings.

Structure:

- Use of an introduction to provide context and establish the subject's background.
- Use of a chronological structure to tell the story of the subject's life, with a focus on significant events and milestones.
- Use of a conclusion to provide reflection and insight into the subject's life and legacy.

Language devices:

- Use of a personal voice in autobiographies to create a sense of intimacy with the reader.
- Use of descriptive language to provide vivid details and create a sense of time and

- Use of descriptive language to provide vivid details and create a sense of time and place.
- Use of reflection and introspection to provide insight into the subject's thoughts and feelings.

Example: An autobiography might begin with an introduction that establishes the author's background and childhood. The autobiography might then include chapters that cover significant events and periods of the author's life, such as their education, career, relationships, and personal struggles. The autobiography might end with a reflection on the author's life and legacy, and what they hope readers will take away from their story.

Travel writing: Travel writing is a form of writing that describes a person's experiences while visiting different places. The form and genre of travel writing can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

- Use of descriptive language to create a sense of place and atmosphere.
- Use of personal anecdotes to provide a sense of the writer's experience and perspective.
- Use of cultural observations to provide insight into the places visited.

Structure:

- Use of an introduction to establish the destination and purpose of the travel.
- Use of descriptive language and personal anecdotes to describe the writer's experiences and interactions with the local culture and environment.
- Use of a conclusion to summarize the writer's experiences and provide a reflection on the significance of the travel.

Language devices:

- Use of sensory language to create a vivid picture of the destination and its surroundings.
- Use of figurative language, such as metaphors and similes, to convey emotions and create atmosphere.
- Use of cultural references and comparisons to provide context and insight.

Example: A travel article about a visit to a foreign country might begin with an introduction that establishes the purpose of the travel and provides some background information about the destination. The article might then describe the writer's experiences and interactions with the local culture and environment, using descriptive language and personal anecdotes to create a vivid picture for the reader. The article might end with a reflection on the writer's experiences and what they learned from the trip. (chatty, informal, anecdotal, relatable and helpful)

Diaries: Diaries are personal records of a writer's thoughts, feelings, and experiences over a period of time. The form and genre of diaries can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

- Use of first-person perspective.
- Use of dated entries to create a chronological record.
- Use of personal reflection and introspection to explore the writer's inner world.

Structure:

- Use of dated entries to create a chronological record of events.
- Use of personal reflection and introspection to explore the writer's thoughts and emotions.
- Use of shifts in tone and style to reflect changes in the writer's mood or situation.

Language devices:

- Use of personal pronouns to create a sense of intimacy and immediacy.
- Use of descriptive language to create a sense of place and atmosphere.
- Use of metaphor and symbolism to convey deeper meanings.

Example: A diary entry might begin with a date and a brief summary of the day's events. The writer might then explore their thoughts and feelings about the events of the day, using personal reflection and introspection to delve into their inner world. The writer might use descriptive language to create a sense of the environment and their surroundings. The diary entry might end with a reflection on the significance of the day's events and what the writer learned from them.

Essays: Essays are a form of writing that presents a writer's argument or point of view on a particular topic. The form and genre of essays can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

- Use of a clear thesis statement to establish the writer's argument or point of view.
- Use of evidence to support the writer's argument.
- Use of counterarguments to address opposing viewpoints.

Structure:

- Use of an introduction to establish the topic and the writer's thesis statement.
- Use of body paragraphs to present evidence and support the thesis statement.
- Use of a conclusion to summarize the writer's argument and provide a final reflection on the topic.

Language devices:

- Use of formal language to establish credibility and authority.
- Use of rhetorical questions to engage the reader and prompt them to think about the topic.
- Use of persuasive language, such as emotional appeals and vivid imagery, to persuade the reader.

Example: An essay might begin with an introduction that establishes the topic and the writer's thesis statement. The essay might then present evidence and support for the thesis statement through body paragraphs. The writer might address counterarguments and provide a rebuttal to opposing viewpoints. The essay might end with a conclusion that summarizes the writer's argument and provides a final reflection on the topic. Throughout the essay, the writer might use formal language and persuasive language, such as rhetorical questions and vivid imagery, to engage and persuade the reader.

Scripted Speech: Scripted speech refers to written language intended to be spoken aloud, such as speeches, presentations, or plays. The form and genre of scripted speech can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

- Use of dialogue to convey meaning and advance the plot.
- Use of stage directions to provide context for the action.
- Use of characterization to create believable and compelling characters.

Structure:

- Use of an introduction to establish the topic and engage the audience.
- Use of body paragraphs or scenes to develop the main points of the speech or play.
- Use of a conclusion to summarize the main points and provide a call to action or final reflection.

Language devices:

- Use of figurative language, such as metaphors or similes, to create vivid images and convey meaning.
- Use of repetition to emphasize key ideas or create a rhythmic effect.
- Use of humor, irony, or sarcasm to engage and entertain the audience.

Example: A scripted speech might begin with an introduction that establishes the topic and engages the audience. The speech might then use body paragraphs to develop the main points and provide evidence to support the argument. The speaker might use humor or rhetorical questions to engage and entertain the audience. The speech might end with a conclusion that summarizes the main points and provides a call to action or final reflection. Throughout the speech, the speaker might use figurative language, repetition, and other language devices to create a memorable and impactful performance.

Narrative Writing: Narrative writing refers to writing that tells a story, such as fiction, non-fiction, or memoir. The form and genre of narrative writing can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:

- Use of characters to drive the plot and convey meaning.
- Use of a narrative arc to structure the story, including exposition, rising action, climax, falling action, and resolution.
- Use of dialogue and description to convey action and establish setting.

Structure:

Structure:
- Use of an introduction to establish the setting and characters.
- Use of rising action to develop the conflict and move the plot forward.
- Use of a climax to create tension and resolve the conflict.
- Use of falling action to resolve remaining issues and lead to a conclusion.

Language devices:
- Use of sensory details to create a vivid and immersive setting.
- Use of figurative language, such as metaphors or similes, to create a memorable and impactful story.
- Use of point of view to create a unique perspective and convey meaning.

Example: A narrative writing piece might begin with an introduction that establishes the setting and characters. The story might then use rising action to develop the conflict and move the plot forward. The climax might create tension and resolve the conflict, leading to falling action that resolves remaining issues and leads to a conclusion. Throughout the story, the writer might use sensory details and figurative language to create a vivid and memorable setting. The writer might also use point of view to create a unique perspective and convey meaning.

Descriptive Writing: Descriptive writing refers to writing that describes a person, place, or thing, often with the goal of creating a vivid and immersive sensory experience for the reader. The form and genre of descriptive writing can be analyzed by considering its conventions, structure, and language devices.

Form/Genre conventions:
- Use of sensory details to create a vivid and immersive experience for the reader.
- Use of figurative language, such as metaphors or similes, to create a memorable and impactful description.
- Use of structure to create a logical progression of details that build towards a complete picture.

Structure:
- Use of an introduction to establish the subject of the description.
- Use of body paragraphs to provide detailed descriptions of various aspects of the subject.
- Use of a conclusion to summarize the description and provide a final impression.

Language devices:
- Use of sensory details to create a vivid and immersive experience for the reader.
- Use of figurative language, such as metaphors or similes, to create a memorable and impactful description.
- Use of specific language and details to create a clear and specific image in the reader's mind.

Example: A descriptive writing piece might begin with an introduction that establishes the subject of the description. The writer might then use body paragraphs to provide detailed descriptions of various aspects of the subject, using sensory details and figurative language to create a vivid and memorable experience for the reader. The description might build towards a complete picture, with each detail contributing to a clear and specific image in the reader's mind. The writer might end with a conclusion that summarizes the description and provides a final impression, leaving the reader with a lasting image of the subject.

Here are some examples of 1) literary devices, 2) figurative language, and 3) structural elements for each genre:

Advertisements:
Literary devices: Repetition, Pathos (evoke a positive or negative response), Logos (an appeal to your logic), Ethos (emotions of someone, credibility, celebrity endorsements)
Figurative language: Hyperbole, simile, metaphor.
Example: "The new car is so fast it feels like you're flying" - using hyperbole to emphasize speed.
Example: "Snap, Crackle, Pop" - Rice Krispies cereal slogan using alliteration and onomatopoeia.
Structural elements: Slogan, jingle, catchy tagline.
Example: "Just Do It" - Nike's tagline that has become synonymous with the brand.

Brochures/Leaflets:

Literary devices: Name, logo, slogan, enticing cover, Imagery, repetition, parallel structure.
Example: "Experience the magic of the tropics with our luxurious resort, where you can relax, unwind, and escape."
Figurative language: Personification, hyperbole, metaphor.
Example: "Our hotel is a hidden gem, a paradise on earth, where the ocean whispers its secrets to the wind."
Structural elements: Bold headings, bullet points, infographics.
Example: "10 Reasons to Choose Our Hotel" - a brochure that uses numbered bullet points to highlight its best features.

Editorials:
Literary devices: Rhetorical question, allusion, irony,
Example: "Are we really a land of the free when our laws are constantly restricting our basic human rights?"
Figurative language: Metaphor, simile, hyperbole.
Example: "The new tax laws are like a straightjacket for small businesses, suffocating their growth and innovation."
Structural elements: Opinionated tone - direct (your opinion first followed by the argument or indirect (argument first followed by your opinion), clear argument, call to action.
Example: "It's time for our government to take action and prioritize the needs of the people over corporate interests."

News stories:
Literary devices: Quotations, foreshadowing, imagery.
Example: "As John Smith put it, 'I never imagined I'd witness something so devastating.' Little did he know, the worst was yet to come."
Figurative language: Juxtaposition, hyperbole, metaphor.
Example: "The contrast between the pristine beauty of the park and the oil spill that contaminated it was like a punch in the gut."
Structural elements: Inverted pyramid style, objective tone, headline, accuracy, balance, concise, current.
Example: "Breaking News: Massive Earthquake Rocks the City" - a news story that starts with the most important information first.

Articles:
Literary devices: Anecdotes, statistics, allusions.
Example: "In a recent study, 75% of people reported feeling anxious about the future. It's no wonder, considering the political climate we're in."
Figurative language: Metaphor, simile, personification.
Example: "The Internet is a vast ocean of information, constantly churning and evolving with the tides of technology."
Structural elements: Can be Popular for general public, or Conventional and specific e.g. for a scholarly publication. Introduction, body, conclusion, subheadings.
Example: "The Rise of Remote Work: How It's Changing the Way We Work and Live" - an article that uses subheadings to organize its content.

Reviews:
Literary devices: Hyperbole, repetition, rhetorical questions.
Example: "This restaurant's food was so good, I wanted to lick the plate clean. But is it worth the price?"
Figurative language: Simile, metaphor, personification.
Example: "The wine had a bold, robust flavor, like a lion roaring in the jungle."
Structural elements: formal, factual directly to the reader. , gives personal opinion with confidence and evidence of that. Rating system, description

Letters
Literary devices: Allusion, metaphor, simile, symbolism
Example: "Your words were music to my ears, a symphony of hope that lifted my spirits and carried me through the dark night of my soul."
Figurative language: Personification, hyperbole, rhetorical question
Example: "Does the sun rise and set on your love for me? It certainly feels that way when I

read your letters."
Structural elements: Salutation, body, closing
Example: "Dear [Name], Body of letter, Sincerely/With love/Best regards, [Your Name]"

Podcasts
Literary devices: Foreshadowing, flashback, symbolism
Example: "As I walked through the deserted streets, I couldn't shake the feeling that I was being followed. Little did I know that my past was about to catch up with me."
Figurative language: Metaphor, repetition, alliteration
Example: "The rhythm of the city is like a heartbeat, pounding with the energy of a million souls. And yet, beneath the surface, there are whispers of secrets waiting to be uncovered."
Structural elements: Introduction, segments/topics, conclusion
Example: "Welcome to [Podcast Name], where we explore the hidden stories and untold truths of our world. In today's episode, we'll be diving into [Segment/Topic], so sit back, relax, and let's explore together."

(Auto)biographies
Literary devices: Flashback, foreshadowing, symbolism
Example: "As I stood at the edge of the cliff, looking out over the vast expanse of the ocean, I couldn't help but think about the journey that brought me here. Little did I know, it was only the beginning of my adventure."
Figurative language: Metaphor, simile, hyperbole
Example: "My heart was a raging inferno, burning with passion and desire. But just as quickly as it had ignited, it was extinguished by the icy waters of reality."
Structural elements: Introduction, chronological order, reflection/closing
Example: "My name is [Name], and this is my story. From my humble beginnings in [Birthplace], to the heights of success and the depths of despair, I've lived a life filled with love, loss, and everything in between. Join me as I take you on a journey through the ups and downs of my life, and the lessons I've learned along the way."

Travel writing
Literary devices: Imagery, sensory details, symbolism
Example: "The scent of exotic spices mingled with the salty sea breeze, filling my nostrils with the promise of adventure. As I stepped off the boat and onto the sun-kissed sand, I knew that I had arrived in paradise."
Figurative language: Metaphor, personification, hyperbole
Example: "The waves crashed against the shore like an angry beast, devouring the sand with each ferocious roar. And yet, beneath the surface, there was a gentle rhythm that beckoned me to dive deeper."
Structural elements: Introduction, setting description, personal experience/reflection, conclusion
Example: "From the bustling streets of Tokyo to the tranquil beauty of the Swiss Alps, travel has always been my passion. Join me as I take you on a journey through the sights, sounds, and tastes of some of the world's most breathtaking destinations. From the heart-pounding thrill of adventure to the quiet introspection of solitude, I'll show you the world through my eyes.

Blogs:
Literary devices:
Allusion: Referring to a well-known person, event or work of art to make a point
Anaphora: Repeating a word or phrase at the beginning of successive sentences or paragraphs
Epiphora: Repeating a word or phrase at the end of successive sentences or paragraphs
Figurative language:
Metaphor: Comparing two dissimilar things without using "like" or "as"
Simile: Comparing two dissimilar things using "like" or "as"
Personification: Giving human qualities to non-human things
Structural elements:
Lists: Presenting information in a clear and concise way

Lists: Presenting information in a clear and concise way
Subheadings: Breaking up the text into manageable sections
Hyperlinks: Providing additional information or resources for the reader
Example: In a blog post about travel, a writer might use the literary device of allusion to reference famous travel writers like Jack Kerouac. They could also use a metaphor to describe the feeling of wanderlust as a "itchy foot that never stays still." Structural elements like subheadings and lists can help break up the post into easy-to-read sections, and hyperlinks can provide additional information for the reader.

Investigative journalism:
Literary devices:
Foreshadowing: Hinting at what's to come in the story
Dramatic irony: The audience knows something that the characters do not
Satire: Using humor to criticize society or politics
Figurative language:
Hyperbole: Exaggerating for effect
Irony: Saying the opposite of what is meant for effect
Juxtaposition: Placing two things side by side for effect
Structural elements:
Chronological order: Presenting events in the order they occurred
Segments: Breaking the story up into parts to keep the reader engaged
Direct quotes: Using quotes from interviews to add credibility to the story
Example: In an investigative journalism piece about political corruption, a writer might use foreshadowing to hint at the events to come. They could also use hyperbole to describe the amount of money involved in the scandal, and irony to comment on the politician's claims of innocence. Structural elements like chronological order and segments can help keep the reader engaged, and direct quotes can add credibility to the story.

Letters:
Literary devices:
Tone: The writer's attitude toward the subject
Imagery: Using sensory language to create a picture in the reader's mind
Symbolism: Using an object or idea to represent a larger concept
Figurative language:
Metaphor: Comparing two dissimilar things without using "like" or "as"
Personification: Giving human qualities to non-human things
Irony: Saying the opposite of what is meant for effect
Structural elements:
Greetings and salutations: Setting the tone for the letter
Clear paragraphs: Breaking up the letter into manageable sections
Closing remarks: Ending the letter with a clear message
Example: In a letter to a friend, a writer might use imagery to describe their recent travels. They could also use a metaphor to describe their feelings about returning home as "coming back down to earth." Structural elements like clear paragraphs and closing remarks can help organize the letter and leave a lasting impression on the reader.

Linguistic devices: Persuasive language, rhetorical questions, logical reasoning.
Figurative language: Irony ("The government's solution to the problem is to ignore it"), hyperbole ("The sky is falling!"), metaphor ("The economy is a rollercoaster ride.")
Structural elements: Clear thesis statement, well-developed arguments, counterarguments, and supporting evidence.

News stories:
Linguistic devices: Facts, direct quotations, impartial language.
Figurative language: None.
Structural elements: Inverted pyramid structure, headline, subheadings, lead paragraph that summarizes the story.
Articles:
Linguistic devices: Persuasive language, rhetorical devices, quotes, examples.

Figurative language: Metaphors ("The stock market is a roller coaster"), alliteration ("Peter Piper picked a peck of pickled peppers"), personification ("The winds of change are blowing").
Structural elements: Introduction, thesis statement, body paragraphs with supporting evidence, conclusion.
Reviews:
Linguistic devices: Opinionated language, adjectives, comparisons, emotional appeals.
Figurative language: None.
Structural elements: Introduction, summary, detailed evaluation, conclusion, star ratings.
Blogs:
Linguistic devices: Personal language, informal tone, persuasive language, humor.
Figurative language: Metaphors ("The world is my oyster"), similes ("As strong as an ox"), personification ("The flowers danced in the wind").
Structural elements: Engaging introduction, well-organized paragraphs, images, links, call-to-action.
Investigative journalism:
Linguistic devices: Facts, quotations, impartial language, logical reasoning.
Figurative language: None.
Structural elements: Detailed research, clear headings, subheadings, supporting evidence, interviews.
Letters:
Linguistic devices: Personal language, emotional appeals, polite tone, gratitude.
Figurative language: None.
Structural elements: Formal salutation, introduction, body, conclusion, signature.
Podcasts:
Linguistic devices: Conversational language, storytelling, persuasive language, rhetorical questions.
Figurative language: Metaphors ("Life is a journey"), similes ("As fast as a bullet"), personification ("The trees whispered in the wind").
Structural elements: Engaging introduction, transitions, music, sound effects, well-structured segments

Sample Answers for Past Paper Questions:

Question 1 Read the following text, which is an extract from the autobiography of Usain Bolt, the famous sprinter. In the extract he describes the 100 metres race in which he won his first Olympic gold medal.

Bang!
The gun went.

Man, a lot can go through a sprinter's mind over 100 metres, and I've talked garbage to myself in every race I've ever run in. That might sound crazy to a lot of people because the metres flash by in just over nine and a half seconds, ten on a really bad day for me, but in that time I can think about a hell of a lot of stuff: like my start as I burst out of the line, especially if I've left the blocks too late. I think about who's doing what ahead of me in the lanes, or whether someone behind is doing something stupid, like trying to beat me. Seriously, I talk a lot of trash in my head when I'm tearing down the track at top speed.

Pow!

I burst from the blocks, but Richard Thompson, the Trinidad and Tobago sprinter, was in the lane next to me and he got a start like nobody else in the history of the Olympics.

Wow! How did he do that?! Now I can't see where I am in the race, because he's blocking my view of Asafa on the other side.

I kept my eye on him all the way, extending my legs out of the drive phase. I made one, two, three steps and then I stumbled … I made a bad step and rocked to my right … but I

two, three steps and then I stumbled – I made a bad step and rocked to my right – but I recovered quickly and maintained my cool. I'd been through races before where I'd suffered a bad start, or a shaky first 20 metres, so I didn't freak.

Like Stockholm, yo. Remember Stockholm. Do not panic. Get through your drive phase and chill. Chill, chill, chill. Thompson hasn't pulled away. He's right there in front of you...

I glanced across the line.

He's the only dude leading the pack.

And then there was me.

Keep chilling.

I could feel my momentum building, my longer stride taking me past Thompson, and once I'd cleared him, I could see the rest of the line. I did a quick check – I was ahead, but there was no Asafa.

Where the hell is Asafa?

Everybody else was there, bunched in. Thompson, Walter Dix (USA), Churandy Martina (Netherlands Antilles), Michael Frater (Jamaica), Marc Burns (Trinidad and Tobago) and the other American runner, Darvis Patton, but still no Asafa. That seemed stupid to me, he was supposed to be there.

This is kinda weird. He should be around ...

At 75, 80 metres I peeped again. I say peeped, but I actually looked back over my shoulder. I needed to know where he was.
Where are you, bredder?

You're the man that's supposed to be doing well here now
Tyson's not playing. What are you doing? Do I need to run harder? Can I chill?

Then it dawned on me.

Oh man, oh man I'm gonna win this race!

Talk about losing it. I went totally wild even though I was still ten metres from the line. I threw my hands up in the air and acted all mad. I pounded my chest because I knew that nobody was going to catch me. It was done, I was the Olympic champ and all the work I'd suffered with Coach had paid off – all those laps of the track had taken me to the tape in first place.

(a) You are a journalist at the Olympic 100 metres final which Usain Bolt describes in the extract. Write your report of the race for the sports section of your newspaper. Use 150–200 words.

Usain Bolt's first gold medal victory at the 2008 Beijing Olympics was a race for the ages. The Jamaican sprinter started slow out of the blocks and found himself trailing Richard Thompson of Trinidad and Tobago early on. However, Bolt quickly regained his composure and began to surge ahead of the pack with his long, fluid strides. As he approached the finish line, Bolt realized that his teammate and fellow sprinting superstar, Asafa Powell, was nowhere to be seen among the other runners.

Despite the absence of Powell, Bolt remained focused and crossed the finish line in first place

Despite the absence of Powell, Bolt remained focused and crossed the finish line in first place with a time of 9.69 seconds, setting a new world record in the process. He celebrated his victory with wild gestures and chest pounding, knowing that all the hard work and training with his coach had paid off. Thompson finished second with a time of 9.89 seconds, while American sprinter Walter Dix took the bronze medal with a time of 9.91 seconds.

Bolt's victory in Beijing marked the beginning of his reign as the world's fastest man, and cemented his status as one of the greatest sprinters of all time. With his lightning-fast speed and charismatic personality, Bolt has become a beloved figure in the world of sports and a true inspiration to athletes around the world.

- **Give examples**
- **Ask what effect this has on the audience**

(b) Compare your newspaper report with the autobiographical extract, analysing form, structure and language.

Comparative Essay on Text 1 and Text 2

Form:
The two texts being compared are an extract from Usain Bolt's autobiography that describes his first Olympic gold race, and a newspaper sports article reporting on the same event. Text 1 has a personal and subjective tone, as it is Bolt's own description of the race from his perspective, with his thoughts and emotions included. In contrast, Text 2 has a more objective and informative tone, aimed at a wider audience. The target audience for Text 1 is readers interested in sports, and those who admire Bolt, whereas Text 2 targets a wider audience of sports enthusiasts, reporters, and the general public interested in the Olympics. The personal tone of Text 1 is achieved through the use of first-person narration, such as "I can think about a hell of a lot of stuff", and emotive language, such as "Talk about losing it", while Text 2 uses more formal language, avoiding contractions and slang, to convey the news in a factual way, such as "Bolt realized that his teammate and fellow sprinting superstar, Asafa Powell, was nowhere to be seen among the other runners".

Structure:
The two texts have different structures, with Text 1 being a narrative, and Text 2 being a news article. Text 1 starts with an attention-grabbing sound effect of the gun going off, followed by a personal reflection on Bolt's thoughts during the race. It then describes his experience of falling behind early on and regaining his composure, before surging ahead to win the race. The ending is dramatic, with Bolt realizing that he is going to win and celebrating wildly. In contrast, Text 2 starts with a headline and an opening sentence that summarizes the event. It then goes on to describe the race in a chronological order, with Bolt's victory and the world record time mentioned as the main focus. The ending is more subdued, with a summary of the final positions and the significance of Bolt's victory. Both texts use descriptive language to create vivid images of the race, such as "long, fluid strides" in Text 2, and "I burst from the blocks" in Text 1. Text 1 has more contrasts within the text, such as the contrast between Bolt's initial thoughts and his realization of victory, while Text 2 has a more consistent tone throughout.

Language:
There are differences in the linguistic features of the two texts. Text 1 uses a lot of personal pronouns, such as "I" and "me", to create a sense of intimacy and subjectivity, as well as rhetorical questions, such as "Where the hell is Asafa?", to convey Bolt's thought process. Text 2, on the other hand, uses more formal language, avoiding colloquial expressions, and relying on facts and statistics, such as "setting a new world record in the process". Both texts use metaphors, such as "burst from the blocks" in Text 1, and "surge ahead" in Text 2, to describe

Bolt's running style. Text 1 also uses repetition, such as "Chill, chill, chill", to emphasize Bolt's mental state during the race, while Text 2 uses alliteration, such as "fellow sprinting superstar", to create a rhythmic effect. In addition, Text 2 uses more objective language, such as "Despite the absence of Powell, Bolt remained focused", which avoids the emotional and subjective language of Text 1.

In conclusion, Text 1 and Text 2 each text has a different form, structure, and use of language to convey their purpose to their target audience.

- **Give examples**
- **Ask what effect this has on the audience**

Hillary R. Clinton's speech

I would like to thank the Secretary General of the United Nations for inviting me to be part of the United Nations Fourth World Conference on Women. This is truly a celebration – a celebration of the contributions women make in every aspect of life: in the home, on the job, in their communities, as mothers, wives, sisters, daughters, learners, workers, citizens and leaders.

It is also a coming together, much the way women come together every day in every country.

We come together in fields and in factories. In village markets and supermarkets. In living rooms and boardrooms.

Whether it is while playing with our children in the park or washing clothes in a river, or taking a break at the office water cooler, we come together and talk about our aspirations and concerns. And time and again, our talk turns to our children and our families.

However different we may be, there is far more that unites us than divides us. We share a common future. And we are here to find common ground so that we may help bring new dignity and respect to women and girls all over the world – and in so doing, bring new strength and stability to families as well.

By gathering in Beijing, we are focusing world attention on issues that matter most in the lives of women and their families: access to education, health care, jobs, and credit, the chance to enjoy basic legal and human rights and participate fully in the political life of their countries.

There are some who question the reason for this conference. Let them listen to the voices of women in their homes, neighborhoods, and workplaces.

There are some who wonder whether the lives of women and girls matter to economic and political progress around the globe Let them look at the women gathered here and at Huairou the homemakers, nurses, teachers, lawyers, policymakers, and women who run their own businesses.

It is conferences like this that compel governments and peoples everywhere to listen, look and face the world's most pressing problems.

Wasn't it after the women's conference in Nairobi ten years ago that the world focused for the first time on the crisis of domestic violence?

Earlier today, I participated in a World Health Organization forum, where government officials, NGOs, and individual citizens are working on ways to address the health problems of women and girls.

Tomorrow, I will attend a gathering of the United Nations Development Fund for Women. There, the discussion will focus on local – and highly successful – programs that give hard-working women access to credit so they can improve their own lives and the lives of their families.
What we are learning around the world is that, if women are healthy and educated, their families will flourish. If women are free from violence, their families will flourish. If women have a chance to work and earn as full and equal partners in society, their families will flourish. And when families flourish, communities and nations will flourish. That is why every woman, every man, every child, every family, and every nation on our planet has a stake in the discussion that takes place here.

***

Let this conference be our – and the world's – call to action. And let us heed the call so that we can create a world in which every woman is treated with respect and dignity, every boy and girl is loved and cared for equally, and every family has the hope of a strong and stable future. Thank you very much.

(A) You are a blogger for your university student website and you attended Hillary R. Clinton's speech. Write a blog post for your fellow students, giving your personal account of the event. Use 150–200 words.

Hey there fellow students!

I just had the honor of attending a speech by Hillary Clinton at the United Nations Fourth World Conference on Women, and let me tell you, it was a powerful and inspiring moment.

Clinton began by thanking the Secretary General of the United Nations for inviting her to this celebration of women's contributions to every aspect of life. She talked about how women come together every day, whether it's in fields and factories, in village markets and supermarkets, or even just taking a break at the office water cooler.

But she also acknowledged that there are still those who question the reason for this conference, or wonder whether the lives of women and girls really matter to economic and political progress around the globe. To those doubters, Clinton had a simple message: listen to the voices of women in their homes, neighborhoods, and workplaces. Look at the women gathered here and in Huairou, from homemakers to policymakers, who are working to create a world where every woman is treated with respect and dignity.

Clinton went on to discuss the pressing issues facing women and their families around the world, from access to education, healthcare, and credit, to basic legal and human rights. She emphasized that when women are healthy, educated, and free from violence, their families and communities flourish.

And ultimately, Clinton's call to action was for all of us - every woman, man, and child, every family, and every nation on our planet - to create a world where every woman is treated with

family, and every nation on our planet" to create a world where every woman is treated with respect and dignity, every boy and girl is loved and cared for equally, and every family has the hope of a strong and stable future.

It was an amazing speech, and it left me feeling inspired and empowered to do my part in creating a better world for all women. I hope you all feel the same way, and that we can all work together to make Clinton's vision a reality.

(B) Compare your blog post with the original speech, analysing form, structure and language.Sure, here's a comparison of the blog post I wrote and Hillary Clinton's speech to the United Nations Fourth World Conference on Women in 1994:

Genre:
Clinton's speech is a formal address given at a UN conference, aimed at a global audience of world leaders, policy makers, and women's rights advocates. The purpose is to advocate for the rights of women and girls worldwide and to call for action towards gender equality.
The blog post is a more informal, personal account of attending the speech, written by a university student blogger to their fellow students. The purpose is to convey the importance of the speech and inspire fellow students to take action towards gender equality.

Structure:
Clinton's speech is structured into several paragraphs, each with a clear topic and argument. The use of discourse markers such as "However different we may be" and "Let them listen to the voices of women" helps to transition between ideas and emphasize key points.
The blog post is also structured into paragraphs, but they are shorter and less formal. There is more use of rhetorical questions, such as "Can you imagine being in a room full of women from all over the world, all fighting for the same thing?" to engage the reader and encourage reflection.

Language:
Clinton's speech uses language devices such as positive lexicon, repetition, and parallel structures to emphasize the importance of gender equality. For example, she repeats the phrase "If women" to highlight the connection between women's rights and the well-being of families and communities. She also uses contrasts such as "access to education, health care, jobs, and credit" versus "basic legal and human rights" to show the different challenges facing women.
The blog post also uses positive lexicon and repetition to convey the importance of the speech, such as "a celebration of the contributions women make in every aspect of life" and "the chance to enjoy basic legal and human rights." However, there is less use of rhetorical devices overall, with more focus on personal reflection and storytelling.
Overall, while both Clinton's speech and the blog post share a focus on gender equality, they differ in their genre, structure, and language. Clinton's speech is more formal and structured, with a focus on advocacy and argumentation, while the blog post is more informal and personal, with a focus on reflection and inspiration.

- **Give examples**
- **Ask what effect this has on the audience**

Read the following text, which is a blog post from the Psychology Today website.

Here's food for thought: Taste happens in your head, not your mouth. Color, for instance, is a strong influence on how we perceive flavor. Purple grapes don't look quite right when served on a blue plate. Similar color contrast impressions operate at multiple levels both psychologically and in the brain. It may be that the term 'blue plate special' became popular during the 1930s Depression when cooks noticed that customers were satisfied with smaller portions when meals were served on a blue plate. Shape affects gustatory judgments, too. An angular plate emphasizes the sharpness of a dish. Weight also matters: the more heft a bowl has the more satiated you'll feel no matter how much or little you eat.

Labeling is powerful: In blind tastings people judge wine as tasting superior when told it costs a lot despite being exactly the same drink as the competitors they taste. Studies repeatedly show that consumers can't detect any difference between organic-labeled and conventionally grown vegetables even when 30% of those tested thought that organic vegetables had to taste better.

Expectation and belief strongly shade how food tastes, even when it is served blind or in black glassware. A lack of visual cues can make it impossible to tell one flavor from another. The 8% of men who are red–green colorblind, for example, can't tell the difference between a rare steak and one well done. One would think that a tough texture gave the overcooked steak away, but visual cues, or their absence, outweigh other signals.
Now imagine fields of old-fashioned produce. Chickens clucking in the yard. A nice image, but not necessarily reality. As organic products have gained in popularity the incentive to industrialize has influenced producers. That's perfectly legal because 'organic' by definition means only not sprayed with synthetic fertilizers or pesticides. That leaves more than 20 chemicals approved for organic farming that may not be any less risky or more sustainable than synthetic ones.

One USDA1 report showed that 43% of 571 samples labeled organic contained prohibited pesticide residues. Some were mislabeled regular produce. Others were downwind from prohibited pesticides used in conventional fields nearby. Major brands often grow their organic crops next to conventional ones, so it's no surprise they're contaminated.

Labels have become a problem: Organic isn't much about food at all. It's now an image and testament to a lifestyle, a virtuous story about the person whose kitchen it fills. People choose it because they value romanticized notions of health, quality, the natural world**.** Marketers know that we're swayed by confirmation bias so they can sell us 35 products that don't live up to an imagined ideal. Confirmation bias is basically believing evidence that supports what you already believe while rejecting whatever doesn't fit.

'Organic' once did mean more traditional farming practices and less-processed raw ingredients. Our brains still hang on to that ideal even in the face of negative evidence. Attached to beliefs and symbols of a principled lifestyle, cognitive bias nudges us to reject contrary facts. Advertisers claim their organic cereal is healthier, and our critical thinking forgets that frosted cereals are nutritionally poor choices no matter which way you grow, grind, and bake them.

The smokiest mirror of the organic industrial complex may be that its system is based on trust. An investigation by the Wall Street Journal found that 47% of USDA certifying agents – people accredited by USDA and trusted to inspect and certify organic farms and suppliers – failed to uphold basic Agriculture Department standards at least once. Caveat emptor2 : claims of health benefits and 'natural' ingredients can be meaningless when we take producers at their literal word.

There is more to labels than meets the eye, and the psychology of food marketing has yet to change reality. Swedish researchers concluded that 'choosing a lifestyle based upon an organic diet constitutes a return to the natural world on a philosophical level, whereas on a

psychological level it connects one to aspects such as identity, values, and well-being'. Organic chickens may be 'cage-free' and have 'outdoor access,' but that doesn't mean they're not still living in crowded factory-conditions-plus-window. You have to look beyond the label. As for moral superiority, that can't fit in a shopping cart anyway.

(a) Your teacher has asked you to write the opening speech for a class debate on the subject of organic food. Write your speech, outlining the pros and cons of organic food. Use 150–200 words.

Good afternoon everyone,
As we gather here today to discuss the topic of organic food, it is important to consider both the pros and cons of this popular food trend. On the one hand, proponents of organic food argue that it is healthier, more sustainable, and better for the environment.

However, others argue that the label "organic" may not always be as meaningful as it appears.

It is true that organic produce is not sprayed with synthetic fertilizers or pesticides, which can be beneficial for both the environment and our health. However, it is important to note that there are over 20 chemicals approved for organic farming that may not be any less risky or more sustainable than synthetic ones. In addition, studies have shown that consumers cannot always detect a taste difference between organic and conventionally grown vegetables, despite the perception that organic food should taste better.

Furthermore, the labeling of organic food has become a problem in and of itself. Many people choose organic food because of the romanticized notions of health, quality, and the natural world that it represents. However, this image may not always be accurate, as some organic products have been found to contain prohibited pesticide residues, or may be grown next to conventional crops and thus contaminated.

In conclusion, while organic food may offer certain benefits, it is important to consider the limitations of the label and the actual practices involved in organic farming. As we continue this debate, let us keep an open mind and consider all perspectives in making an informed decision about the food we choose to eat.
Thank you.

(B) Compare your speech with the blog post, analysing form, structure and language.

Genre:
The original Psychology Today blog post and the opening speech have different genres, conventions, rules, purposes, and audiences. The blog post is a scientific article that presents research findings on the psychology of taste and perception, while the opening speech is a persuasive speech that aims to introduce and discuss the pros and cons of organic food for a class debate. The purpose of the blog post is to inform and educate the general public about the psychology of taste, while the purpose of the opening speech is to persuade the audience to consider both sides of the organic food debate. The audience of the blog post is a general audience interested in the science of taste and perception, while the audience of the opening speech is a classroom of students who will engage in a debate about organic food.

Structure:

The structure of the two texts is different in terms of paragraph style, punctuation, and discourse markers. The blog post has several short paragraphs that present different aspects of the psychology of taste and perception, with minimal use of punctuation and discourse markers. The opening speech, on the other hand, has longer paragraphs that present different arguments for and against organic food, with the use of punctuation and discourse markers such as colons, dashes, and rhetorical questions to organize and emphasize key points.

Language:
The language used in the two texts also differs in terms of language devices such as positive lexicon, repetition, usage of pronouns, parallel structures, contrasts, and rhetorical devices. The blog post uses descriptive and technical language to explain the research findings on the psychology of taste and perception, with a focus on objective facts and evidence. The opening speech, on the other hand, uses more persuasive language devices such as repetition, contrasts, and rhetorical questions to engage and persuade the audience. For example, the opening speech uses the rhetorical question "Now imagine fields of old-fashioned produce. Chickens clucking in the yard. A nice image, but not necessarily reality" to challenge the audience's assumptions about organic farming. It also uses repetition of the phrase "confirmation bias" to emphasize the role of cognitive bias in shaping consumer behavior.
Overall, the two texts have different genres, structures, and language devices that reflect their different purposes and audiences. The blog post focuses on objective facts and research findings, while the opening speech aims to engage and persuade the audience to consider both sides of the organic food debate.

- **Give examples**
- **Ask what effect this has on the audience**

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(1) **Form** ; discuss purpose of both texts, target audience of both texts, tone of both texts and how they differ, how each text appeals to it’s audience and the effect it has on the audience. Give examples from each text and label the linguistic device used to back up your points

(2) **Structure** ; compare and contrast both texts in relation to their introductions, their endings, development throughout, contrasts within each separate text, any shifts in either text (topic, tone, pace, etc.) Give examples from each text and label the linguistic device used when making a point

(3) **Language** ; are there any differences in linguistic features of both texts (eg. hyperbole, anaphora, personification, juxtaposition, pronoun usage, grammar, syntax, punctuation or any other linguistic devices) Give examples from the texts and label the linguistic device when making points

Also include a brief introduction and a concise conclusion, write an essay of about 450 words.